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[Palmer's Index to the Times Newspaper](#) Routledge

Growing stockpiles of nuclear weapons grade fissile materials (plutonium and highly enriched uranium) are a "clear and present danger" to international security. Much of this material is uncontrolled and unsecured in the former Soviet Union (FSU). Access to these materials is the primary technical barrier to a nuclear weapons capability since the technology know-how for a bomb making is available in the world scientific community. Strategies to convince proliferators to give up their nuclear ambitions are problematic since those ambitions are a party of largest regional security. There is no national material control and accounting in Russia. No one knows exactly how much fissile materials they have, and if any is missing. A bankrupt atomic energy industry, unpaid employees and little or no security has created a climate in which more and more fissile materials will likely be sold in black markets or diverted to clandestine nuclear weapons programs or transnational terrorist groups. Control over these materials will ultimately rely on the continuous and simultaneous exercise of several measures. While there is little one can do now to stop a determined proliferator, over time international consensus and a strengthened non-proliferation regime will convince proliferators that the costs outweigh the gains.

[The City Record](#) Manchester University Press

This book examines the status of English Studies in India, aspirations pinned on the subject by students, teachers, policy-makers and society in general, and how these are addressed at the higher education level. It presents analytical background discussions of the history and policy environment, and offers open-ended, multi-faceted and multi-vocal accounts of particular aspects of contemporary Indian English Studies, including curriculum, pedagogy, research, employment, relation to Indian vernaculars and translation studies. Reconsidering English Studies in Indian Higher Education is an invaluable source for anyone interested in: The relevant histories and higher education policies Professional concerns, including employment, management, teaching and scholarly practices, and negotiations in terms of socio-cultural life Student attitudes, experiences and aspirations Management ethos and academic work in a comparative perspective, informed by the situation and debates in the United Kingdom and United States of America The context of global English Studies and globalization The book will be of primary interest to academic readers such as students, teachers and researchers in English Studies in India, Britain and wherever the discipline is pursued at higher education level Suman Gupta is Professor and Chair in Literature and Cultural History at The Open University. Richard Allen is Professor Emeritus at the Department of English at The Open University. Subarno Chattarji is Associate Professor at the Department of English, University of Delhi. Supriya Chaudhuri is Professor Emeritus at the Department of English, Jadavpur University, Kolkata.

[Manufacturers' Record](#) Professional Parenting

Examines the experience of the pioneer women clerks, effects of changing office technology and administration, growth of commercial and secondary education for girls. Available from St. Martins Press. Annotation copyright Book News, Inc. Portland, Or.

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Proceedings

School is one option for education; homeschooling is the second, and unschooling is the third. Many parents are frustrated by the school system, perhaps because of bullying, crowded classrooms, and outdated, dull, online courses. Disengaged learners that have no say in their coerced curriculum tend to act out, tune out, or drop out. Education must change and unschooling is the fastest-growing alternative method of learning. Two decades ago, students registered with their local school based on their house address. Now, with the internet, students are borderless. Learning can occur anywhere, anytime, anyway and from anyone-including self-taught. Self-directing their education, unschoolers learn through: - Play - Projects - Reading - Volunteering - Video games - Sports - Mentorship - Travel - Life This book explores the path of 30 unschooled children who self-directed all or part of their education and were accepted by universities, colleges, and other postsecondary schools. Most have already graduated. What children need most are close relationships-parents, teachers, siblings, relatives, coaches, and mentors within a wider community, not just within an institutional school. Educational content is everywhere. Caring relationships are not. Families that embrace unschooling, do not have to choose between a quality education and a relaxed, connected family lifestyle. They can have both.

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